



SC Annual School Report Card Summary

Great Falls Elementary School
 Chester County School District
 Grades: PK-5 Enrollment: 402
 Principal: Wendell B. Sumter
 Superintendent: Dr. Agnes Slayman
 Board Chair: Mrs. Maggie James

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Below Average	TBD	TBD	B	N/A
2011	Average	Below Average	N/A	N/A	Not Met	N/A
2010	Average	Average	N/A	Silver	Met	R-DELAY

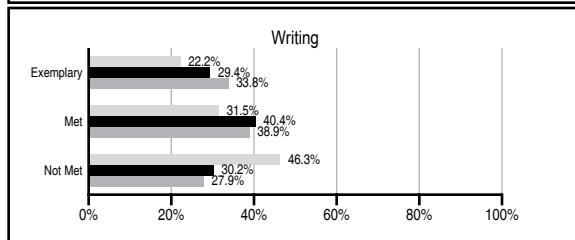
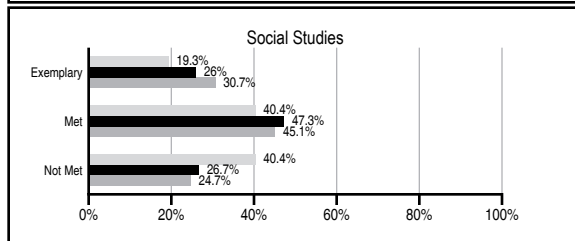
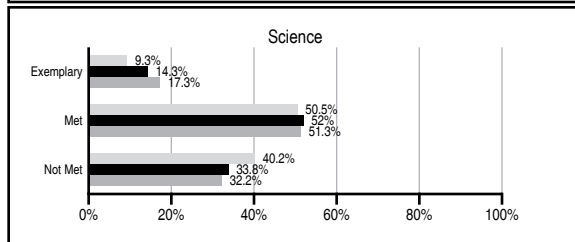
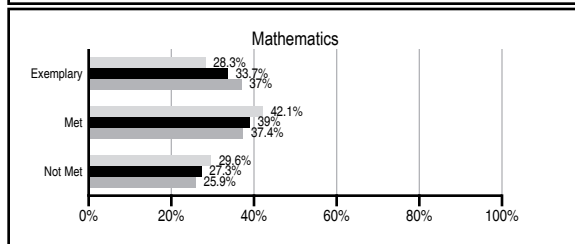
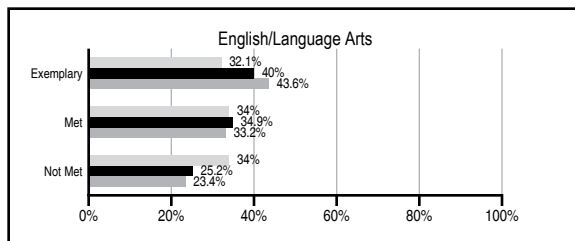
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
16	32	77	7	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

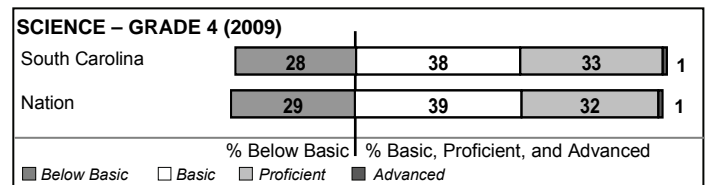
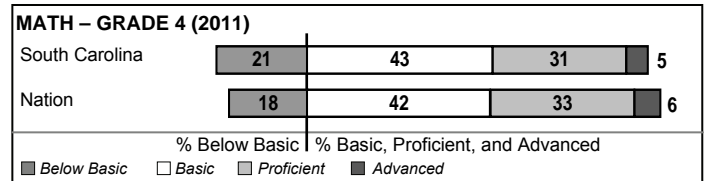
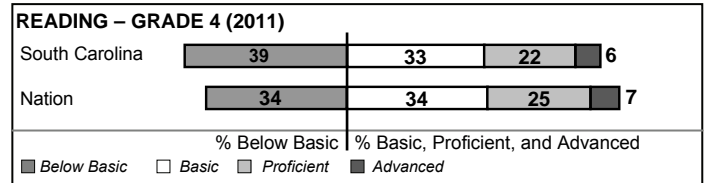
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Great Falls Elementary School [Chester County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=402)				
Retention rate	0.0%	Down from 3.9%	1.2%	1.0%
Attendance rate	96.4%	Up from 96.0%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	76.9%	Down from 81.5%	61.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.1%	Up from 86.2%	89.4%	88.7%
Teacher attendance rate	94.4%	Down from 99.8%	94.9%	95.1%
Average teacher salary*	\$49,251	Down 2.4%	\$47,302	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	9.3 days	Up from 4.3 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 14.8 to 1	20.0 to 1	20.0 to 1
Prime instructional time	89.0%	Down from 95.2%	89.8%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,831	Up 11.4%	\$7,268	\$7,247
Percent of expenditures for instruction**	69.6%	Up from 67.3%	67.8%	68.2%
Percent of expenditures for teacher salaries**	66.0%	Up from 64.6%	65.0%	65.7%
ESEA composite index score	84.2	N/A	88.1	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	55	48
Percent satisfied with learning environment	85.0%	70.9%	66.7%
Percent satisfied with social and physical environment	95.0%	81.5%	74.5%
Percent satisfied with school-home relations	55.0%	89.1%	68.8%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Great Falls Elementary School is a Title I school in rural Chester County in the upper state of South Carolina, situated approximately halfway between Columbia, SC and Charlotte, NC. The percentage of students at Great Falls Elementary who received free or reduced lunch for the 2011-12 school year was 86.4%.

Learning, not teaching, is becoming the major focus of Great Falls Elementary school as we continue our journey of becoming a Professional Learning Community. As a professional development school and learning community the entire staff participated in weekly data team meetings designed to provide data to assist in the development of lesson plans, intervention, and collaborative co-teaching opportunities. These meetings were also designed to provide roundtable discussions focusing on innovative research based best practices, including checking for understanding, explicit-direct instruction and many others instructional strategies.

We had several professional development sessions related to PLC and had the opportunity to attend the Professional Learning Community's Institute to further enhance its implementation at Great Fall Elementary. Literacy was the focus for our professional development this year.

We held a "State of Our School Symposium" to communicate to all stakeholders where we are as a school, where we are going and trying to accomplish, and how all stakeholders are involved in the process of achieving our goals.

We are also influential to other schools locally by being a Professional Development School with the Winthrop University NetScope partnership. Through this partnership we provide professional development opportunities for several schools and the university. We also participate in providing workshops at national conferences. Our school leader also participated in the NBC News Education Nation Summit in New York City, an initiative aimed at starting a national conversation about the state of our country's educational system.

At GFE, teachers and staff continue to collaborate with teams across curriculum and with fine arts. These collaborations integrate the curriculum for deeper learning. Fine arts teachers are also a part our intervention plan.

Having the common planning time during fine arts enabled grade level teachers to meet regularly to plan instruction and assessments. Part of this shift in the fine arts schedule included FAFulous(Fine Arts and Fitness) Fridays, during which students from the entire grade level reported to the gym at their regular fine arts time for fitness, dance, physical education, visual art, and music. Creating more unified instruction among the grade level was a result of both the common grade level planning and the use of common assessments. District wide, benchmark assessments at nine weeks intervals were also used to gauge student progress toward state standards.

Wendell Sumter, Principal

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status